COMPLETE THIS TABLE ON IDEAS FOR TEACHING SCIENCE, TECHNOLOGY AND SOCIETY. THERE ARE SO MANY TOPICS TO INCLUDE THE FOLLOWING: MEDICINE, THE ENVIRONMENT, COMPUTERS AND SOCIAL MEDIA, INVENTIONS, PUBLIC SAFETY, AND ENGINEERING.

USE A TOPIC ONLY ONCE. INCLUDE IDEAS TO TEACH STS TO GRADES 4 to 8. COPY AND PASTE THE URL IN COLUMN TWO. WRITE A SENTENCE THAT DESCRIBES WHAT THE WEBSITE INCLUDES. DESIGN A RATING SCALE AND RATE EACH ENTRY.

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| --- | --- | --- | --- |
| TOPIC AND GRADE | WEBSITE | ANNOTATION | RATING |
| Teaching Technology  K-6 | http://www.teachertechnologies.com/ | This web-site helps teach the teacher how to introduce technology into the classroom |  |
| Free Technology for Teachers  K-6 | http://www.freetech4teachers.com/ | This web-sites offers free technology for teachers that include blog formats, charting, and other websites to enhance your learning process |  |
| ConneCT Kids  How planes fly.  1-6 | http://www.kids.ct.gov/kids/cwp/view.asp?a=2731&q=330926 | This site gives a simple explanation how fight occurs without any mathematic explanation. |  |
| Teaching kids how to recycle  K-6 | http://www.ecy.wa.gov/programs/swfa/kidspage/ | This site is a very good resource tool for all grades up to 6. They have many games and activities, plus explanations on why we should recycle certain items. |  |
| How to make bridges  1-6 | http://www.pbs.org/wgbh/buildingbig/bridge/basics.html | This sites shows and demonstrates how different bridges are made. |  |

**Find activities to teach micro or macro economics to middle level students.**

Activity 1

Grade 4-6

Lesson 10: Hometown Heroes

Overview: In the introduction of this document it was stated that the entrepreneur is a person who coordinates the use of resources and other inputs into the production process. The purpose of this lesson is to have students determine what factors entrepreneurs consider when determining how to use their productive resources. Students will gather this information by interviewing a number of entrepreneurs in their hometown. Then, using the information gathered from their interviews, they would compose a short essay to report their findings.

Objectives: The students will:

1) Practice interviewing skills.

2) Identify factors entrepreneurs must consider when starting and operating their business.

3) Understand why successful entrepreneurs must look at current and future trends to remain in business.

Extension Activities:

Select three or four of the best essays turned in and have the students who wrote them read them to the rest of the class. Discuss with the class what makes these essays good as a way of reinforcing good writing skills and complete information. This will help students realize what was needed to have a quality paper as well as reinforce what an entrepreneur must do to be successful. This could also be submitted to the local newspaper.

<http://ecedweb.unomaha.edu/entrepreneur/lesson10.pdf#>

Activity 2

I Have No Money, Would You Take Wampum?

Through the use of folk tales, history, and the students' own experiences, students will recognize the inter-relatedness of goods, services, money. They will locate information about barter as a means of trade, use folk tales as an historical instrument.

**KEY CONCEPTS**

[Barter](http://www.econedlink.org/lessons/economic-glossary-definition.php?term=Barter), [Exchange](http://www.econedlink.org/lessons/economic-glossary-definition.php?term=Exchange), [Goods](http://www.econedlink.org/lessons/economic-glossary-definition.php?term=Goods), [Interdependence](http://www.econedlink.org/lessons/economic-glossary-definition.php?term=Interdependence), [Services](http://www.econedlink.org/lessons/economic-glossary-definition.php?term=Services)

**STUDENTS WILL**

* Recognize the inter-relatedness of goods, services, money.
* Locate information about barter as a means of trade.
* Use folk tales as an historical illustration of wampum.
* Create a tie between wampum and currency.
* Create a tie between wampum and currency.

**INTRODUCTION**

 Teacher may wish to read or make copies of *[The Wampum Bird](http://www.kahonwes.com/iroquois/wampum.htm" \o "The Wampum Bird" \t "_blank)* folktales before the children's lesson starts.  
  
In this lesson students will:  
1. Brainstorm and record situations from their own experiences that are examples of receiving:

* goods for services
* goods for money
* money for goods
* money for services
* services for goods
* services for money
* goods for goods
* services for services

2. Learn historical information about barter as trade.  
3. Determine if all barter is fair.  
4. Read about wampum as a medium of exchange.  
5. Recognize wampum as a forerunner of today's currency.  
6. Create a craft project to symbolize wampum.

http://www.econedlink.org/lessons/index.php?lid=67&type=educator